

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Applied General Award in
Health and Social Care**

QN: 603/2913/0

Assessment code: AGAHSC

Paper number: P002773

Assessment date: 03 June 2025

Introduction

This report contains information in relation to the external assessment from the chief examiner, with an emphasis on the standard of learner work within this assessment.

The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- grade boundary and achievement information
- administering the external assessment
- evidence creation
- standard of learner work
- responses of the tasks within the sections of the external assessment paper
- Regulations for the Conduct of External assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade boundary and achievement information

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade	NYA	Pass	Merit	Distinction
Raw mark grade boundaries	0-31	32	44	56

Below you will find the percentage of learners that achieved each grade.

Grade	NYA	Pass	Merit	Distinction	Learners	102
% of learners	49.02%	40.20%	10.78%	0.00%	Pass rate	50.98%

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery \(QSID\)](#) document.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learner's name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

Quality and standard of work was generally low, with many learners working below or just to a pass grade. The remaining learners ranged from a pass through to a merit. The scripts often felt like strong level 2 papers rather than level 3 papers. It was clear that learners struggled to add the depth of knowledge, understanding and application and general engagement needed for the level of the qualification. For example, generally, responses indicated that learners found the extended-response questions demanding in terms of applying their response to the case study or situation. Similarly, some of the shorter response questions had knowledge to both recall and apply, and this again proved challenging for some.

There were several questions that consistently highlighted gaps in knowledge, suggesting some aspects of the specification are not being adequately learnt with learners struggling to understand these areas.

Some scripts had questions omitted at the end of the paper, but these tended to be for learners who had occasional questions omitted throughout the paper; suggesting that candidate's time management was effective and the paper could be answered in the time permitted. There were no papers that had a significant number of omitted questions, nor was their questions that were consistently omitted.

Responses of the tasks within the sections of the external assessment paper

Question 1 (a)

Whilst some learners knew the name of the mass of cells at the time of fertilisation, a higher-than-expected number did not. Recall of knowledge was poor for this question for the majority of learners.

Question 1 (b)

There was a wide range of answers that were acceptable for this question, and many learners gained the full two marks for two developments of an embryo before 12 weeks. Some answers were however too limited to award, for example, stating that the brain develops, was not

enough; there needed to be referenced to brain circulation, or brain and spinal cord develop as the neural tube.

Question 1c

Most learners could recall the 6Cs for this question, gaining full marks.

Question 1 (d)

Reference to fetal alcohol syndrome was often referred to as one of the ways addictions can affect health and development. When this was given the second mark required some extension to health and development, such as learning difficulties and poor growth. Learners were able to provide further details; however, some found it challenging to identify a second way addiction can affect health and wellbeing.

Question 2 (a)

Learners were confident in defining private healthcare services and giving two examples. A small number of learners gave examples of practitioners and not healthcare services.

Question 2 (b)

The discussion of the advantages and disadvantages of private healthcare for the case study offered some relevant understanding of the pros and cons across all learners. Waiting times and costs were prominent in all responses. The development of discussion was too often underdeveloped, with responses offering more explanation than discussion and application to the case study.

Question 3 (a)

This proved to be a challenging question for some learners, requiring them to consider communication within partnership working with application of how it promotes care values. Answers often remained focused on an appreciation of effective communication and did not consistently extend beyond this. Those that made links to care values found this easier when they used partnership with service users rather than other practitioners. Engagement with discussion proved challenging.

Question 3 (b)

Most learners did not focus on meetings specifically, but confidentiality in general in reference to the social worker. This approach was accepted. Basic knowledge was shown of protecting data, and many learners gained 2 out of the 3 marks.

Question 4 (a)

Learners expressed an understanding of examples of cognitive development, but this was not the key areas of cognitive development that occur during childhood. Gaining full marks for covering the required four key areas was rare, with most learners picking up one or two marks only.

Question 4 (b)

A considerable number of incorrect answers were given when identifying and then explaining two of Piaget's developmental stages. Learners rarely gained the full two marks. There was a lack of terminology within the understanding of stages such as egocentrism and object

permanence for example. Concrete operational stage and formal operational stage were often selected.

Question 5 (a)

Identification of four basic care needs was a question that most learners answered correctly.

Question 5 (b)

The question focus was on 'behaviour' that Lily may display. Many answers missed the reference to behaviour and answered in terms of feelings and emotions Lily would express.

Question 5 (c)

Learner's responses indicated they were confident in defining self-esteem. The second part of the question required application to why the parents in the case study would be concerned about their child, Lily's self-esteem when their new baby arrives. Most correct answers considered how and why Lily could feel left out in this situation.

Question 6

An extended-response question where learners showed an understanding of the needs of the children Lily and Ryan in reference to Maslow's theory. Most learners being able to consider how the birth of a new baby may affect one or two of their needs. However, points made were often simplistic, with many learners not fully engaging with the requirement to 'assess', for example, by considering both positive and negative effects of the new baby.

Question 7 (a)

This question required learners to recall knowledge of four principles of The Children Act 1989, most learners struggled to provide accurate knowledge. Most responses were too general. Responses indicate that this is a content area that learners were not adequately prepared for.

Question 7 (b)

Given the difficulty in answering 7 (a), the application to professionals day-to-day practice The Children Act 1989 was again challenging.

Question 8

This extended-response question required a discussion of how health and social care practitioners can promote equality and diversity when working with families. While learners did refer to families, many did not fully engage with the uniqueness of family dynamics, and responses tended to reflect a general understanding of equality and diversity

Question 9 (a)

Many learners were able to identify several roles and responsibilities of practitioners when working in partnership. Some responses were very generic and not clearly related to partnership working.

Question 9 (b)

Learners found it difficult to explain the importance of a childcare practitioner reflecting on their practice. Although the Mark Scheme awarded basic links to childcare, this aspect proved

challenging. A significant number of learners did not gain any marks, and some did not attempt this question.

Question 10

The majority of learners gained only one mark, and a considerable number of learners gained no marks. Learners found it difficult to explain the importance of multi-agency working in supporting different family needs. It was felt that learners did not understand what multi-agency working was, and because of this, responses were very generic. Referring to specific examples of family needs would have supported the response.

Regulations for the Conduct of External assessment

Malpractice

There were zero instances of malpractice in this assessment. The chief examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

There were zero instances of maladministration reported in this assessment. The chief examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External assessment document in this respect.

Chief examiner: Vickie Davis

Date: 23 July 2025

